

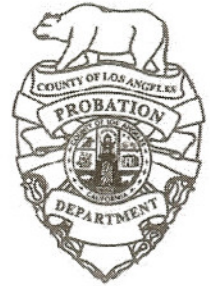


DONALD H. BLEVINS  
Chief Probation Officer

## COUNTY OF LOS ANGELES PROBATION DEPARTMENT

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October 29, 2010

To: Each Supervisor

From:  Donald H. Blevins  
Chief Probation Officer  
Chair, Comprehensive Educational Reform Committee

Jon Gundry, Interim Superintendent   
Los Angeles County Office of Education

Subject: **COMPREHENSIVE EDUCATIONAL REFORM IMPLEMENTATION IN  
JUVENILE HALLS AND CAMPS — FIFTH REPORT  
(JULY 2010 – SEPTEMBER 2010)**

Pursuant to your Board's October 14, 2008 motion, this is our fifth progress report covering July 2010 through September 2010 activity. Attached is a summary of the current implementation status of the 35 recommendations reflecting that all recommendations are now either fully or partially implemented. The implementation status has been reviewed by Probation Department's Quality Assurance Services and the Los Angeles County Office of Education's Internal Audits and Analysis Division representatives. As indicated in this report, various working groups are underway or will be convened having the responsibility and accountability for developing specific action plans. Consequently, estimated completion implementation dates for those recommendations that are not yet completed will be included in our next quarterly report.

### **IMPLEMENTATION STATUS OF RECOMMENDATIONS**

As reflected in the attached chart, of the 35 recommendations:

- 11 (31%) have been fully implemented;
- 24 (69%) are underway or partially implemented; and
- 0 (0%) have not yet been implemented.

The Comprehensive Education Reform Committee remains committed to education reform implementation. One of the key recommendations essential for successful education reform has been implemented – the Probation Department has hired an individual to function as Probation's Director of School Services that will include ongoing collaboration with LACOE and six other key school districts to implement the education reform recommendations.

As indicated below, key stakeholders continue to meet, or will need to reconvene, as necessary, regarding the implementation of the 35 recommendations:

- **Comprehensive Educational Reform Committee:** In recognition that other committees and working groups are well underway, as decided at the Committee's October 21, 2010 meeting, this Committee will now meet quarterly in lieu of monthly to provide overall guidance and feedback on implementation strategies and plans.
- **Education Reform Steering Policy Committee:** This Committee meets on the first Wednesday of every month and was recently reestablished to provide the Comprehensive Educational Reform Committee with policy and strategic guidance to education reform implementation.
- **Education Reform Implementation Committee:** This Committee meets every other Thursday to review the Probation-LACOE operational and implementation issues relative to education reform.
- **Probation-LACOE Work Groups:** Several working groups are currently underway that focus on career technical education (CTE), electronic data exchange (EDE) of academic data from LACOE's student data systems to the Department's Probation Case Management System (PCMS), Character Counts/Character Development, Camps Scott/Scudder pilot charter look alike, average daily attendance revenue loss for LACOE due to youth missing class as a result of being removed from class due to behavior problems and other reasons.
- **Academic Advisory Committee:** An expert panel of eight local academic advisors that have expertise and experience in delinquency, dependency, gangs, mental health, special education, and other children and family issues had been established to assist with advising the Department on development/revision and implementation of educational outcomes and performance indicators to be tracked and reported via the Department's Digital Dashboard System. The panel held several meetings last year. We will need to seek the Committee's assistance and reconvene on a periodic basis as necessary.



**Fully Implemented Key Recommendations**

The following is a recap of key recommendations that have been fully implemented since the October 14, 2008 Board-approved motion.

- The Probation Department has hired an individual to function as its Director of School Services. Over the past three months, this manager has been working closely with LACOE and other key stakeholders on this education reform effort. He has conducted numerous site visits of the camps and halls to become familiar with the education-related concerns and personnel at these sites. ***(Relates to Recommendation #1)***
- All youth entering the camp system are provided a comprehensive assessment by Camp Headquarters deputies at the Comprehensive Assessment Unit, currently located at Barry J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Onizuka are referred to Youthful Offender Block Grant (YOBG) deputies for an enhanced assessment where the process includes a second face-to-face interview followed by a Multi-Disciplinary Team (MDT) meeting. Consequently, MDT meetings are held for youth that are YOBG-program eligible at Camp Onizuka. In addition, youth with an open mental health chart are also eligible for an MDT to determine camp placement with parental involvement. (The MDT team consists of members representing Mental Health, LACOE, Probation and parents or guardians.) ***(Relates to Recommendation #2)***
- LACOE has an adequate number of school psychologists to perform psychoeducational assessments of youth with suspected special education needs in a timely manner. In addition, LACOE has provided a Senior Programs Specialist to work with Probation and the Department of Mental Health in the Camps Assessment Unit. ***(Relates to Recommendation #9)***
- At Probation's Camp Headquarters Camps Assessment Unit (CAU), currently at Barry J. Nidorf Juvenile Hall, all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health counseling, medication concerns, and educational needs such as Individual Education Plans or Individual Learning Plans. ***(Relates to Recommendation #12)***
- Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours. Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours. ***(Relates to Recommendation #19)***



- With regard to ensuring that educational service providers are providing a full continuum of services as required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community, youth are receiving services in accordance with an out-of-state-approved Local Plan which includes a continuum of program options and is in accordance with student IEP. ***(Relates to Recommendation # 23)***
- LACOE has developed and fully implemented an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps. ***(Relates to Recommendation #30)***
- On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated to reflect the drafted changes made to the MOU. ***(Recommendation #35)***

**Partially Implemented Key Recommendations**

The following is a recap of key recommendations that have been partially implemented since the October 14, 2008 Board-approved motion.

- The first DVD and handout for Helping Education LA Parents Series has been developed and is now available. The Learning Rights Law Center provided the speakers and expertise to create the Special Education DVD. Appropriation authority of approximately \$125,000 is needed to proceed with the remaining 18 videos -- this is pending the development of a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as a Cluster Agenda Review meeting. ***(Relates to Recommendation #3)***
- Timely determinations of the holders of educational rights needs to occur. This is part of the court report and verified by the judicial officer at the hearing. Revised Court documents will have a space for the name of the holder of educational rights identified on the first page. ***(Relates to Recommendation #4)***
- The identification and assignment of qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps needs to occur. Judge Donna Groman is overseeing the recruitment, training, and assignment of a pool of volunteers -- as holders of educational rights for delinquent youth -- who are available to advocate for a youth who has no parent available or capable of advocating for the youth's special education needs. There are currently 14 fully trained volunteer advocates. ***(Relates to Recommendation #5)***



- Probation has conducted training classes for Challenger Memorial Youth Center camp staff to serve as advocates for youth throughout their detainment and as they transition back into the community. Training of staff at other camps is contingent on available resources. **(Relates to Recommendation #6)**
- Regarding the timely and comprehensive assessments of the criminogenic, educational, and health and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities, productive Multi-Disciplinary Teams are being held throughout the system. **(Relates to Recommendation #8)**
- Regarding the integration of camp-to-community transition programs and training staff to produce "meaningful" transitional plans, the Camps Holton/Smith pilot is complete, with LACOE and Los Angeles Unified School District staff trained. **(Relates to Recommendation #11)**
- The electronic data exchange (EDE) process/system which was implemented between LACOE and the Los Angeles Unified School District among other school districts needs to be replicated within the County and the juvenile halls and camps to ensure timely transfer of school records to and from juvenile camps and schools in the community. A committee consisting of Probation and LACOE personnel are working together to connect the computer systems for electronic data exchange to track and support case management even when the minor is released from detention and returned to the field. **(Relates to Recommendation #15)**
- Regarding the implementation of a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program, Probation and LACOE are collaborating to establish Court Classes at all of the Detention Facilities, and working on a plan to distribute learning packets to students on the move. **(Relates to Recommendation #20)**
- A "charter look-alike" pilot school at Camps Scott/Scudder began on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations. **(Relates to Recommendation #22)**
- Access to the four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation needs to be provided to students. The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating the Los Angeles Unified School District's Diploma Plus program.



In addition, at this time, Challenger Memorial Youth Center, and Camps Afflerbaugh, Miller and Scott have been identified to implement the Career Technical Education in the Building Trades Curriculum. There are 20 construction trade areas in this curriculum (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A draft Probation-LACOE contract is being finalized that will enable LACOE to purchase the curriculum from the vendor and provide the instruction during that school day. The proposed contract is anticipated to be presented to the Board for approval in December 2010. ***(Relates to Recommendations #18 and #28)***

- School-Based Probation Supervision, Camp Community Transitional Program and Community Detention Program deputies have undergone 4 hours of Educational Rights Training to address Special Education needs and how to advocate for minors that currently have or may be in need of an Individual Education Program. This training is ongoing to capture new or transitioning staff. ***(Relates to Recommendations #25)***
- Regarding the development and implementation of a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing, by utilizing Probation's Staff Training Office, training classes with designated trainers have been established and are ready for the next step, delivery. Probation and LACOE will schedule classes using a regional delivery plan for ease of deployment. ***(Relates to Recommendation #31)***
- As a result of LACOE's lobbying efforts, \$3.1 million for all counties' Juvenile Court Schools (JCS) has been placed in the 2010 Adopted State Budget. LACOE's share of the \$3.1 million is expected to be approximately \$1 million from Economic Impact Aid. Efforts for an enhanced revenue model for JCS programs statewide will continue. ***(Relates to Recommendation #33)***

#### **Priorities Over the Next Quarter**

As the leads spearheading the education reform effort, the Los Angeles County Office of Education and Probation remain committed to this endeavor and will continue to focus on the following priorities during the next quarter:

- Developing a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as presentation of the information at a Cluster Agenda Review meeting anticipated to occur by early December 2010.

- Implementing a career technical/vocational educational program at Camps Onizuka and Miller pending the necessary funding appropriation.
- Monitoring the progress of the "charter look-alike" pilot school at Camps Scott/Scudder.
- Development of a few additional parent training DVD modules, pending the necessary funding appropriation.

Our next report will cover October 2010 through December 2010 activity and will be submitted to your Board in January 2011.

Please contact us if you have any questions or if additional information is necessary, or your staff may contact Jeremy Nichols, Director of School Services, Probation, a (562) 940-2856, or Gerald Riley, Assistant Superintendent for Educational Programs LACOE, at (562) 803-8301.

DHB:gj

Attachment

c: Honorable Michael Nash, Presiding Judge, Juvenile Court  
Sachi A. Hamai, Executive Officer, Board of Supervisors  
William T Fujioka, Chief Executive Officer  
Jackie White, Deputy Chief Executive Officer  
Andrea Sheridan Ordin, County Counsel  
Wendy L. Watanabe, Auditor-Controller  
Tom Saenz, President, Los Angeles County Board of Education  
Clay Hollopeter, President, Probation Commission  
Margaret Todd, County Librarian  
Dr. Marvin J. Southard, Director, Department of Mental Health  
Monica Garcia, Chair, Los Angeles County Education Coordinating Council  
Trish Ploehn, Director, Department of Children and Family Services  
Judy Hammond, Public Information Officer, Chief Executive Office  
Comprehensive Educational Reform Committee  
Children's. Education, and Justice Deputies

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**Los Angeles County Probation Department / Los Angeles County Office of Education**  
**STATUS OF COMPREHENSIVE EDUCATIONAL REFORM RECOMMENDATIONS (AS OF SEPTEMBER 30, 2010))**

No.	Report Section / Recommendation	Responsibility	Status
<b>I. Educational Responsibilities</b>			
1	Recruit and hire a Director of School Services to serve as a senior staff advisor to the Chief Probation Officer on education matters and to serve as the Department's chief liaison in working with LACOE management and staff in implementing comprehensive educational reform in the juvenile halls and camps.	Probation	<b>Fully Implemented</b> The Department has hired a candidate to fill this position.
2	Implement the use of multi-disciplinary teams to conduct comprehensive assessments of youth with the participation of the Juvenile Court; parents, other caregivers, or surrogates; educational service providers; and Probation.	Probation/ JCHS/DMH/ LACOE	<b>Fully implemented</b> All youth entering the camp system are provided a comprehensive assessment by Camp Headquarters deputies at the Comprehensive Assessment Unit, currently located at Barry J. Nidorf Juvenile Hall. Youth who appear to be eligible for placement at Camp Onizuka are referred to Youthful Offender Block Grant (YOBG) deputies for an enhanced assessment where the process includes a second face-to-face interview followed by a Multi-Disciplinary Team (MDT) meeting. Consequently, MDT meetings are held for youth that are YOBG-program eligible at Camp Onizuka. In addition, youth with an open mental health chart are also eligible for an MDT to determine camp placement with parental involvement. (The MDT team consists of members representing Mental Health, LACOE, Probation and parents or guardians.)
3	Ensure parent or caregiver involvement throughout the process of a youth's adjudication, school enrollment, assessment, detainment, and release, because such involvement is critical in ensuring the healthy development of youth. Develop strategies to increase parent involvement, and educate and train parents about the juvenile system, educational rights, and processes. Provide parents or surrogates with the necessary support, tools, and training, regarding (a) the judicial process, the legal and educational rights of their child and (b) involvement in assessment, case planning, and transitional planning to better enable them to carry out their responsibilities.	Probation/ LACOE/ Library/DCFS/ CBOs	<b>Partially Implemented</b> The first DVD and handout for Helping Education LA Parents Series has been developed and is now available. The Learning Rights Law Center provided the speakers and expertise to create the Special Education DVD. Appropriation authority of approximately \$125,000 is needed to proceed with the remaining 18 videos; this is pending the development of a revised proposed expenditure plan associated with the \$2.1 million in ongoing funding in the Provisional Financing Uses Budget appropriated for education reform, as well as a Cluster Agenda Review meeting.
4	Work with judicial officers and educational service providers to ensure timely determinations of the holders of educational rights.	Probation	<b>Partially Implemented</b> This is part of the court report and verified by the judicial officer at the hearing. The impending revised court documents will have a space for the name of the holder of educational rights identified on the first page.
5	Work with judicial officers to identify and assign qualified and appropriate surrogates or educational representatives, when necessary, to serve in place of the absent parent as advocates for youth in juvenile halls and camps.	Probation	<b>Partially Implemented</b> Judge Donna Groman is overseeing the recruitment, training, and assignment of a pool of volunteers -- as holders of educational rights for delinquent youth -- who are available to advocate for a youth who has no parent available or capable of advocating for the youth's special education needs. We currently have 14 fully trained volunteer advocates.
6	Train probation officers to serve as advocates for youth throughout their detainment and as they transition back to the community.	Probation	<b>Partially Implemented</b> Probation has conducted training classes for Challenger Memorial Youth Center camp staff covering this topic. Training of staff at other camps is contingent on available resources.
7	Develop, implement, and continuously improve performance measurement systems to establish accountability for all participants in the educational system for youth in juvenile halls and camps. Establish a Research Advisory Committee that includes representatives from LACOE and Probation to advise both departments on improving the educational performance measurement system over time.	Probation/ LACOE/ Acad. Adv. Committee	<b>Partially Implemented</b> The Academic Advisory Committee developed a student satisfaction survey which was piloted at Camp Miller in August 2009. Will work on the results, recommendations and application for the remaining camps.

11 of 35 recommendations or 31%

Fully Implemented

24 of 35 recommendations or 69%

Partially Implemented



No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
<b>II. Educational Assessment and Case Planning</b>			
8	Work with the Juvenile Court to ensure timely and comprehensive assessments of the criminogenic, educational, health, and mental health needs of youth in juvenile halls and camps as well as strength-based assessments of their interests and abilities. Utilize the educational checklists in the Bench Book for Education Issues in Dependency and Delinquency Courts to help do so. Revise the content of initial court reports on youth in juvenile camps to focus on assessment results and the integrated case plans, so that judicial officers have specific needs and objectives on which to base their camp orders.	Probation/ DMH/LACOE	<b>Partially Implemented</b> Camp assessment MDT/case planning protocols complete and presented to Juvenile Court on Oct. 20, 2009. Productive MDT's are being held throughout the system.
9	Provide additional educational psychologists (either employees and/or contractors) for the Camp Assessment Unit to conduct psychoeducational assessments of youth with suspected special education needs in a very timely manner.	LACOE	<b>Fully implemented</b> LACOE has an adequate number of school psychologists to perform these assessments. LACOE has provided a Senior Programs Specialist to work with Probation and the Department of Mental Health in the Camps Assessment Unit.
10	Work with the Juvenile Court to ensure timely development of an integrated case plan – including an individual learning plan for educational services – that is customized to address each student's needs and responsivity issues. Revise the content of final court reports on youth in juvenile camps to focus on aftercare case plans and transition back to the community, so that judicial officers have specific needs and objectives on which to base the camp-to-community transition programs (CCTP) portion of their camp orders.	Probation/ DMH/LACOE	<b>Fully implemented</b> Camp assessment MDT/case planning protocols were completed and presented to the Juvenile Court on October 20, 2009.
11	Integrate the camp-to-community transition programs of the Probation Department and LACOE (Assembly Bill 825), and prepare and train all staff including DMH and educational service providers to produce "meaningful" transitional plans that include: (a) strength-based assessments of youth educational and employment needs; (b) identification of needed community linkages and/or employment resources; (c) admission and/or re-enrollment into an appropriate educational pathway; (d) use of a "family conferencing" model; and (e) safe and positive community and living arrangements.	Probation/ DMH/LACOE	<b>Partially Implemented</b> Camp Holton/Smith pilot is complete, with LACOE and LAUSD staff trained.
12	Establish a comprehensive assessment center in which Probation, DMH and LACOE staff or contractors (a) conduct comprehensive assessments of criminogenic, educational, health, mental health, and parenting needs of youth ordered to camp and (b) develop initial case plans – including ILPs or IEPs for educational services – that are customized to address student needs and responsivity issues.	Probation/ DMH/ LACOE	<b>Fully implemented</b> At Probation's Camp Headquarters Camps Assessment Unit (CAU), all youth receiving court-ordered camp placement are assessed by Probation, DMH, and LACOE for criminal histories, mental health counseling and medication concerns, and educational needs such as Individual Education Plans or Individual Learning Plans. The CAU, currently at Barry J. Nidorf Juvenile Hall, meets the description of an established assessment center.
13	Develop process and assign responsibility for shadowing, mentoring, counseling, and tracking youth during and after their stays in juvenile halls and camps.	Probation/CBOs	<b>Partially Implemented</b> Effective Case Management (ECM) training of Probation Staff as ECM trainers in Nov./ Dec. 2009.
14	Utilize the new Dashboard Reporting System and Quality Assurances Services (QAS) staff and processes to help ensure that all youth in juvenile halls and camps receive (a) appropriate assessments of their criminogenic, health, mental health, and educational needs; (b) integrated case plans in a timely manner; and (c) treatment, education, and supervision services identified in their respective case plans.	Probation	<b>Partially Implemented</b> The Digital Dashboard System currently has limited data related to recidivism and public safety issues. Additional work is necessary to enable a more effective use of the System. Probation has reallocated a few existing resources to this effort.
15	Replicate the electronic data exchange (EDE) process/system which was recently implemented between LACOE and LAUSD, among other school districts within the County and the juvenile halls and camps to ensure timely transfer of school records both to and from juvenile camps and schools in the community. Explore expansion of the system to include tracking of educational performance after youth return from juvenile halls and camps to community schools to determine whether EBP treatment and educational services are successful over the long run.	Probation/ LACOE/Academic Adv. Committee	<b>Partially Implemented</b> A committee consisting of Probation and LACOE management, LACOE and Probation Information Systems experts, Camp, Placement and Camp Community Transition Program experts, are working together to connect the computer systems for electronic data exchange, to track and support case management even when the minor is released from detention and returned to the field.

Fully Implemented

Partially Implemented



No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
16	Contract with educational consultants to help probation officers in the area offices assist youth receive services (including special education), ensure immediate enrollment upon release from camp, provide immediate assistance for suspended or expelled youth, and provide related training to area office staff.	Probation/LACOE	<b>Fully Implemented</b> This function is being performed by LACOE using Title I Transition Counselor, with LACOE seeking more Title I Transition Counselors.
17	Develop and implement a process for the Camp Assessment Unit to provide feedback to LACOE and applicable school districts regarding the results of comprehensive assessments of youth detained in juvenile hall or ordered to camp, so such organizations can reexamine and improve their own processes for assessing the health, mental health and educational needs (including specific learning disabilities and other special education needs) of their students.	Probation/LACOE	<b>Partially Implemented</b> Districts within the attendance boundaries of Los Angeles, Long Beach, Pomona and Pasadena School Districts receive program notifications. Probation's comprehensive assessment data is available to LACOE to assess the health, mental health and educational needs of each student.
<b>III. Instructional Program, Delivery and Materials</b>			
18	Provide all students with access to four instructional pathways leading either to a high school diploma, a GED certificate, a vocational education certificate, and/or college preparation.	LACOE	<b>Partially Implemented</b> The Camps Assessment Unit provides educational feedback in the form of eligibility data. LACOE is facilitating the Los Angeles Unified School District's Diploma Plus program. In addition, please refer to the status to Recommendation #28 regarding the vocational educational program pathway.
19	Redesign the JCS curriculum to capitalize on integrated use of instructional minutes. Deliver the instructional program in a comprehensive, coordinated, collaborative way to more effectively use the school day as well as after school/weekend hours.	LACOE/ Probation	<b>Fully Implemented</b> LACOE has decided to move to a standards-based curriculum and pacing guide in the four core subjects (English Language Arts, Math, Science and Social Science). This will enable students to receive a continuity of curriculum, whether they are moving from one JCS facility to another, or if they are transitioning upon release from the camps to the Community Day Schools within the Division of Alternative Education. In addition, a standards-based curriculum ensures that all students are receiving an education aligned with State content standards and is comparable to that, if they were attending their traditional high school. The status of the 9 and 10 and 11 and 12 camp reorganization has remained at the two original pilot camps (Gonzalez and Munz). Staff development activities/training and the coaching for classroom teachers will continue for the 2010 and 2011 school year.
20	Implement a plan to coordinate camp curriculum, the use of instructional materials and resources so that youth transferring from site to site do not miss instruction and are able to experience continuity to their instructional program. Reduce the amount of student instructional time lost due to interruptions, missing class, arriving late, or being removed from class due to behavior problems and attending medical, dental, and court appointments; and other reasons as determined by Probation.	Probation/LACOE	<b>Partially Implemented</b> Probation and LACOE are working together to establish Court Classes at all of the Detention Facilities, and working on a plan to distribute learning packets to students on the move. Court classes are held in the "holding areas" of the juvenile halls – this strategy will help reduce lost average daily attendance and the related revenue.
21	Train teachers in developing and delivering thematic, collaborative, project- and problem-based, experiential types of lessons.	LACOE	<b>Fully Implemented</b> The English Language Arts curriculum addresses part of the need for more intense character education by having the readings arranged by character-based themes. In addition, JCS implemented an intensive reading intervention program. Struggling readers are assigned classes with a reading specialist teacher. A reading specialist coach was hired to assist principals and teachers in the implementation of the reading program.

Fully Implemented

Partially Implemented



No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
22	Develop budget proposals to pilot several new instructional delivery models in the juvenile halls and camps as well as in the community, specifically: <ul style="list-style-type: none"> <li>Establishing pilot charter schools at two camps – one dependent charter school for girls and one independent charter school for boys.</li> <li>Partnering with neighborhood public schools to create a place for youth returning from juvenile camps to continue in a consistent instructional environment.</li> <li>Partnering with one or more of the e of the 40 WorkSource/One-Stop Centers throughout Los Angeles County to provide CTE/VE in conjunction with academic and pre-apprenticeship programs in camps and apprenticeships and/or jobs in the community.</li> </ul>	Probation/ CEO/LACOE	<b>Partially Implemented</b> A Charter school establishment is awaiting legal resolution and/or waiver of the 50% teacher approval and parental choice requirements. In addition, a pilot school at Camps Scott/Scudder began operation on September 27, 2010. The outcomes of this pilot school focus on the needs, interests, and successful transitioning of female youth in the camps to higher education and/or successful employment, internships, and vocations.
<b>IV. Special Education</b>			
23	Ensure that the educational service providers are providing a full continuum of services and placements (i.e., resource specialists, special day classes, etc.) required under State law and based on an Individual Educational Program, regardless of whether or not youth attended a public school before they were detained, ordered to camp, or released into the community. For pupils who require a non-public school placement, the Juvenile Court should be made aware of that and take it into account in sentencing the youth.	LACOE	<b>Fully Implemented</b> The students are being serviced in accordance with an out-of-state-approved Local Plan which includes a continuum of program options and is in accordance with student IEP.
24	Ensure that educational service providers are appropriately supporting special education students with behavioral problems by (a) conducting functional analysis assessments as required by law and (b) developing positive behavioral intervention plans consistent with the Hughes Bill. Emphasize the importance of keeping these youth in their high schools (rather than referring them out) and having counseling conference between school officials and parents/caregivers (rather than through probation officers) wherever possible.	LACOE	<b>Partially Implemented</b> Special Education students are supported with an IEP which could include Functional Analysis Assessments as needed and Behavioral Intervention Plans as appropriate. Camp Transition Counselors are in conference with the student's counselors at the receiving high schools.
25	Train probation officers both in camps and the community on special education and how to advocate for youth with IEPs, where necessary, so educational service providers can improve matching special education students with appropriate services before they enter juvenile halls and camps and when they transition back to the community.	Probation/ CBOs	<b>Partially Implemented</b> School-Based Probation Supervision, Camp Community Transitional Program and Community Detention Program deputies have undergone 4 hours of Educational Rights Training to address Special Education needs and how to advocate for minors that currently have or may be in need of an Individual Education Programs. This training is ongoing to capture new or transitioning staff.
<b>V. Programming for After School Hours and Weekends</b>			
26	Restructure camp and classroom schedules so there is more time for (a) individual program treatment; (b) homework, tutoring, and educational enrichment; and (c) other activities (aligned with youths' individual case plans) before or after class and on weekends.	Probation/ LACOE	<b>Partially Implemented</b> Camp staff will give time on the daily schedule, for the minors to complete assigned homework studies.
<b>VI. Educational Facilities, Classroom Space, Staffing and Funding</b>			
27	Maximize utilization of existing dedicated classroom space, including space currently being used for LACOE storage, as appropriate. Assess specific needs for additional classroom space by site and develop an implementation plan.	Probation/ LACOE/CEO	<b>Partially Implemented</b> LACOE has completed facility surveys for each of the three juvenile halls. Probation has provided sufficient classroom and administrative office space for the three juvenile halls in compliance with Paragraph 50 of the Settlement Agreement with the United States Department of Justice pertaining to the juvenile halls. LACOE is working with Probation on a similar facility survey for the Challenger Memorial Youth Center for necessary space accommodations.

Fully Implemented

Partially Implemented



No.	Report Section / Recommendation	Responsibility	Status and Estimated Completion Date
28	Utilize CEO/DPW report on camp reconfiguration to identify opportunities for establishing vocational education shops in juvenile camps; develop budget proposals to develop such space.	Probation/ LACOE / CEO	<b>Partially Implemented</b> At this time, CMYC, and Camps Afflerbaugh, Miller and Scott have been identified to implement the Career Technical Education in the Building Trades Curriculum. There are 20 construction trade areas in this curriculum (i.e., blueprint reading, cabinet making, communications, concrete, drywall, electrical, estimation, finish carpentry, green construction, hand tools, HVAC, masonry, painting, plumbing, power tools, roof framing, surveying and site planning, tile setting, wall framing, and weatherization). A draft Probation-LACOE contract is being finalized that will enable LACOE to purchase the curriculum from the vendor and provide the instruction during that school day. The proposed contract is anticipated to be presented to the Board for approval in December 2010.
29	Establish standards for the quantity and quality of instructional materials, equipment and technology in each classroom. Establish a capital budget to fund implementation over a three-year period.	LACOE	<b>Partially Implemented</b> LACOE uses Board of Education-adopted text books and instructional materials in compliance with State standards. The development of a capital budget is pending.
30	Develop an educational staffing plan to ensure that there are adequate numbers of teaching, special education, assessment, counseling, and psychologist staff to meet the needs of youth in the juvenile halls and camps.	LACOE	<b>Fully Implemented</b> In accordance with the Board of Supervisors 9/22 motion on SSC report, LACOE has fully implemented a staffing plan.
31	Develop and implement a training plan to ensure that all LACOE instructional staff are appropriately trained in evidence-based practices (EBP) principles and staff skills, such as Core Correctional Practices and Motivational Interviewing.	Probation/ LACOE	<b>Partially implemented</b> Utilizing Probation's Staff Training Office, training classes with designated trainers have been established and are ready for the next step; delivery. Probation and LACOE management will be scheduling classes using a regional delivery plan for ease of deployment.
32	Develop a three-year financial plan of revenues and expenditures for educational services in the juvenile halls and camps. Ensure adequate funding levels to support LACOE's implementation of the three-year plan.	LACOE	<b>Partially Implemented</b> LACOE and Probation are collaborating to establish a model for projecting enrollment at school sites to determine an annual expenditure plan to support educational programs.
33	Seek State legislation to revamp the current JCS funding model, which is based on average daily attendance (ADA), to one that (a) is based on a residential service delivery model, (b) reflects the locations of the juvenile halls and camps throughout the County, and (c) fully funds educational services, particularly special education services, that students are legally entitled to receive.	LACOE/ Probation	<b>Partially Implemented</b> As a result of LACOE's lobbying efforts, \$3.1 million for all counties' Juvenile Court Schools (JCS) has been placed in the 2010 Adopted State Budget. LACOE's share of the \$3.1 million is expected to be approximately \$1 million from Economic Impact Aid. Efforts for an enhanced revenue model for JCS programs statewide will continue.
<b>VII. Quality Assurance and Program Evaluation</b>			
34	Utilize the four (4) educational outcomes and eight (8) educational performance indicators proposed by the Probation Department for approval by the Board of Supervisors as the starting point for evaluating educational programs and contracts with educational service providers (not teachers). Expect these indicators to change over time based on lessons learned, and actively seek advice from the best researchers in Los Angeles County and beyond to help "grow" the performance measurement system quickly.	Probation/ LACOE/ Academic Adv. Committee	<b>Partially Implemented</b> The four educational outcomes are being implemented at all sites, and the eight educational performance indicators are being implemented at selected sites.
35	Amend the Probation Department's memorandum of understanding with LACOE and any existing and future contracts with educational service providers to require monthly or quarterly reporting of the prescribed educational outcomes and performance indicators.	Probation / LACOE	<b>Fully implemented</b> On June 24, 2010, LACOE and Probation signed a revised MOU. Corresponding performance indicators were updated and agreed upon to reflect the drafted changes made to the MOU.

Fully Implemented

Partially Implemented